DOCUMENT RESUME

ED 215 963 SP 019 992

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TITLE The Effects of the Integrated Model for the Training and Supervision of Teachers on the Self-Assessment Skills of Pre-Service Teachers.
PUB DATE Mar 82
NOTE 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March, 1982).

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Classroom Techniques; Cooperating Teachers; *Evaluation Methods; Higher Education; *Measurement Techniques; Preservice Teacher Education; Self Actualization; Self Concept; *Self Evaluation (Individuals); Student Evaluation; *Student Teachers; Teacher Behavior; *Teacher Effectiveness

ABSTRACT

A training process, the Integrated Model for the Training and Supervision of Teachers (IMTS), is a systems approach with a delineated sequence of seven clinical supervision phases integrated with performance-based criteria for self and supervisor assessment. Three separate instruments, which assess preparation for instruction, actual classroom practice, and social climate and personal interaction, are included in the model, which provides a systematic method for evaluating teacher performance in the classroom. This study investigated the effect of the IMTS on preservice teachers' ability to assess their own classroom performance. The sample consisted of 53 pairs of inservice and preservice teachers enrolled in the Division of Educational Studies at Emory University (Georgia). In this program, inservice teachers engage in graduate course work and serve as supervisors for the university by working with preservice teachers in the classroom setting. During a four quarter supervision course sequence, each supervising teacher was trained to use the IMTS for supervising preservice teachers. They were also taught clinical supervision, listening, counseling, systematic helping skills, and were trained to collect observation data and to rate the Teacher Performance Assessment Instrument (TPAI). Preservice teachers were introduced to the TPAI and the meaning of each competency statement, the indicators used to measure competencies, and the relationship of the competency to teacher effectiveness research literature. Attention was given to training them in self-assessment skills. At the end of the third and fourth quarter of the four course sequence, observation data were collected during a 45 minute lesson. At the end of the class period, supervising and preservice teachers rated the TPAI. Results of this study provide some evidence that the IMTS facilitates the development of reliable self-assessment skills. (JD)

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Paper presentation at the annual meeting of the American Educational Research Association, New York City, March, 1982

SP 019 992

Abstract

The Effects of the Integrated Model for the Training and Supervision of Teachers on the Self-Assessment Skills of Pre-Service Teachers

This study investigated the relationship between self-ratings of pre-service teachers supervised by the Integrated Model for the Training and Supervision of Teachers (IMTS) and the classroom performance ratings of supervising teachers. IMTS is a systems approach with a delineated sequence of clinical supervision phases integrated with performance criteria and systematic helping skills training.

Forty-five teaching skills were grouped into fourteen generic competencies. Coefficients were computed to determine the degree of agreement between pre-service and supervising teachers' ratings. Eleven of the 14 correlations were significant at the .001 level; the other three at the .01 level.

The Effects of the Integrated Model for the Training and Supervision of Teachers on the Self-Assessment Skills of Pre-Service Teachers

Teacher education and supervision literature have generally given cursory acknowledgement to the value of teacher self-assessment in activities related to evaluation and the improvement of teacher performance. There are too few models in the profession which incorporate self-assessment as an integral and essential component in improving teacher effectiveness. The growing preference for external assessment, inherent in the performance/competency based-teacher assessment movements, has discredited the concept of teachers participating in the evaluation of their own classroom performance and decreased its likelihood in practice.

Psychological literature on the value of self-assessment, however, suggests its importance in one's personal and organizational lives. The literature indicates that: (a) the best way to change a person's behavior is to change a person's perception of his/her behavior; (b) behavior is not permanently changed by fiat; (c) learning which directly influences behavior is self-directed and self-discovered; and (d) independence, creativity and self-reliance are facilitated when self-criticism is basic and evaluation by others of secondary importance (Hartman, 1948; Andersen, 1972; Combs, 1979; Rogers, 1969).

Agostino and Burrett's (1978) rationale for increased emphasis on teacher self-evaluation is based on Festinger's theory of cognitive

dissonance; that is, a belief that people's pattern of action reflect a need to bring perception of their behavior into congruence with their conceptions of their ideal behavior. This process is an internal one in which the individual assesses self. For classroom teaching, this task involves helping teachers develop clear, firm convictions concerning teaching processes and means of objectively assessing and evaluating themselves in relation to these goals.

Self assessment appears to have the potential to contribute to self understanding and instructional improvement. It is the purpose of this study to investigate whether a specific training and supervision model, The Integrated Model for the Training and Supervision of Teachers (IMTS), facilitates this self-analytic process.

Related Studies

Current empirical research in the area of teacher self-assessment is extremely sparse (Vukovich, 1976; Hook; and Rosenshine, 1979; Carroll, 1981). McNeil and Popham (1973) in their review of six teaching effectiveness studies concluded that few studies exist which indicate that "teachers are self-directing in their learning and expend effort in judging their behavior on the bases of the consequence of their teaching" (p.231). The authors found that teachers tended to only criticize superficialities and tended to overrate themselves. Centra's (1972, 1973) review of empirical studies in higher education teacher self-assessment concluded that self-ratings show little agreement with ratings of students, colleagues, or administrators.

Hook and Rosenshine (1979) provide the most comprehensive review of the accuracy of teacher reports of their classroom behavior. The eleven studies reviewed were grouped in one of the following three categories: (a) studies in which teacher reports of specific, single behaviors were correlated with single observed behavior; (b) studies in which items from teacher questionnaire or interview and classroom observations were grouped into scales and dimensions; and (c) studies in which teacher reports and observations were grouped along a stylistic continuum.

Of the six studies containing data on the correspondence between teacher reports of specific behavior and observational data on the same behavior, not one found a clear relationship between the two. The authors (Hook and Rosenshine, 1979) recommended "not to accept teacher reports on specific activities as indicative of actual practice " (p. 6).

Hook and Rosenshine found three studies which examined the relationship between questionnaire data and observations grouped into dimension and reports and observations on these dimensions. The results indicated greater correspondence when the dimensions were grouped into scales and dimensions, but recommended again "to avoid using dimension of teacher reports as representative of actual practice" (p. 8).

In two studies reviewed by Hook and Rosenshine, reports from teachers and observations were used to place teachers along single teaching style continuums, such as formal to informal or structured

to flexible, In both studies, there was a strong correspondence between general impression derived from teacher reports and observer reports. The authors note in their review, however, that the unit of analysis was teacher groups and one cannot draw conclusion about the relationship between individual reported styles and observed styles.

Newfield (1980) in his study of the accuracy of teacher self-reports concluded that Hook and Rosenshine's main conclusions "may not be completely warranted" (p. 3). The author found the Hook and Rosenshine's studies did not include instances where self report data were obtained by using a combination of a large number of relatively specific items and conditions where teachers received specific learning. Newfield's work explored accuracy of self-reports under conditions which were not represented in the Hook and Rosenshine reviewed studies and found significant correlations between teacher and observer for 62% of the items describing specific classroom behavior.

In sum, the literature reveals a discrepancy between the ideals of self-assessment and results of empirical research on the usefulness of self-assessment in pre and in-service teacher development. This author notes, however, that previous research in this area have not attended to some basic methodological assumptions which seem vital to any study of the accuracy of teacher self-assessment skills. These reviewed studies were limited in these ways:
(1) teacher were given no prior training or practice in assessing

their own classroom behavior; (2) no attempts were made to establish a supportive relationship between the teacher and the observer; (3) most of the observations tended to be limited to one or two classroom visits; (4) teachers were not given ample opportunity to understand or formulate the criteria by which they were evaluated.

A training process, The Integrated Model for the Training and Supervision of Teachers (IMTS), which attends to these limitations of previous research was developed by the author and a colleague (Irvine and Sullivan, 1980). The foundation of the IMTS is in the helping skills (Rogers, 1961; Carkhuff, 1978), clinical supervision (Cogan, 1973; Goldhammer, Anderson, Krakewski, 1980; Boyan and Copeland, 1978), and performance-based assessment.

The model is a systems approach with a delineated sequence of seven clinical supervision phases integrated with performance based criteria for self and supervisor assessment. The assessment package is Georgia's mandated Teacher Performance Assessment Instruments (TPAI) which includes three separate instruments: Teaching Plan and Materials (TPM) which assesses preparation for instruction, Classroom Procedures (CP) which focuses on actual classroom practice, and Interpersonal Skills (IS) which examines social climate and personal interaction. The Model's integrated theoretical foundation links two supervisory practices which seem to facilitate effective teacher self-assessment - performance-based assessment and clinical supervision.

By including the performance/competency concept, the Model provides for a systematic method for evaluating teacher performance in the classroom with criteria with established validity and reliability (Capie, Ellett, Okey, & Johnson, 1978a, 1978b; Capie, Ellett, and Johnson, 1979).

By incorporating clinical supervision (Goldhammer, 1969; Cogan, 1973) into this Model, the major criticisms of the performance assessment movement and external evaluation are addressed; that is, the movement's mechanistic and often dehumanizing nature, its lack of individualization, its emphasis on easily operationalized aspects of teaching, and its dismissal of the affective, teaching domain. An analysis of supervision research by Sullivan (1980) indicated that clinical supervision has a framework of values related to support, respect for individual autonomy, human compassion, patience, self-initiated and self-regulated growth, and the establishment of a helping relationship. Clinical supervision however, indicates the improvement of instruction as the expected benefit, yet leaves the term undefined. Performance-based assessment complements clinical supervision then by providing this missing link - the criteria for evaluating improvement of instruction.

Insert Figure 1 about here

The Integrated Model

The seven phases of model are:

Pre-observation Conferencing

Steps 1-7. This helping paradigm is used throughout the supervisory process. The pre-service teacher (PT) and the supervisory teacher (ST) establish a collegial relationship in which the ST assists the PT in identifying specific behaviors and attitudes which contribute to and hinder effective instruction.

Pre-observation Planning

Steps 8 and 9. During this planning stage, the ST discusses the history, intent, requirements and procedures of the state's assessment with the PT, emphasizing those competencies which specifically relate to the teacher's previously-identified needs for growth and improvement.

Step 10. The ST rates competency 1

Pre-observational Interview

Steps 11 and 12. The ST conducts a standard interview and rates competencies 2-5.

Observation

Steps 13 and 14. The ST and PT decides on a classroom period for observation and afterwards both complete the CP and IS instruments.

Analysis

Step 15. Separately, the ST and PT analyze their ratings, identifying specific behaviors which support the ratings.

Step 16. The ST and PT identify those competencies which have been achieved and should be maintained, and those competencies which have not been achieved.

Step 17. The ST computes a score for each competency noting those which do not meet the State's criteria.

Post-observation Conferencing

Step 18. The ST reviews the assessment objectives, procedures, and PT-identified needs generated in pre-observation conferencing.

Step 19. The ST and PT share their analyses and ratings, including the specific behaviors which support the ratings.

Step 20. Major areas of agreement and disagreement are summarized by the ST.

Step 21. The ST assists the PT in formulating specific statements which identify behaviors which need to be changed, modified, or eliminated.

Step 22. Appropriate interventions and strategies are finalized in order to accomplish desired behavior changes.

Re-cycle

After the suggested interventions have been implemented, the pre-observation conferencing, observation, analyses, and post-observation steps are recycled.

Purpose

The purpose of this study is to investigate the following question: What effect does the IMTS have on pre-service teachers' ability to assess their own classroom performance?

The hypothesis tested was: There is a significant positive correlation between the self-ratings of pre-service teachers trained and supervised by the IMTS method and the performance ratings of trained supervisory teachers.

Sample

The sample consisted of 53 pairs of in-service teachers and pre-service teachers enrolled in the Division of Educational Studies at Emory University during the 1979-80, 1980-81 academic years.

The Division of Educational Studies at Emory University has combined in-service and pre-service education in its program. In-service teachers, called externs, are screened cooperatively by the metropolitan school systems and the University on the basis of classroom teaching ability, scholarship, and leadership potential (Riechard, 1976). During the academic year, externs engage in graduate course work and serve as supervisors for the University by working with pre-service teachers, called interns, in the classroom setting.

The extensive amount of field experience, the close working relationships of intern and extern pairs, and the interaction among interns, externs, and the Division of Educational Studies have made possible the use of IMTS as the model for field supervision.

Treatment

During a four quarter supervision course sequence each extern was trained to use the Integrated Model in supervising his/her pre-service teacher. The externs, or supervising teachers, were taught

clinical supervision, listening, counseling, systematic helping skills, and were trained to collect observation data and rate the state-mandated performance-based assessment instruments (TPAI). During the same time, the pre-service teachers were introduced to the TPAI-- the meaning of each competency statement, the indicators used to measure the competency, and the relationship of the competency to the teacher effectiveness research literature. Particular attention was given to training the pre-service teacher in self-assessment skills--to use the competency statements as a vehicle to identify perceived strengths and weaknesses. The Carkhuff (1978) helping model used in pre-observation conferencing facilitated this exploration/personalization process.

Observation Conditions

At the end of the third and fourth quarter of the four course sequence, observation data were collected during a mutually agreed upon 45 minute lesson. At the end of the class period, the supervising and pre-service teacher rated the TPAI. The results were discussed in the Analysis and Post Observation Conferencing phases.

The observation took place in sixteen schools in a large metropolitan area. Fourteen of the schools were public, one was private non-sectarian, and one was a private religious school. Ten of the schools were elementary, one middle, and five were high schools.

Results

The 45 specific teaching skills on the TPAI were grouped into 14 generic competencies. Pearson's correlation coefficients were computed to determine the degree of agreement between the pre-service and in-service teachers. Eleven of the 14 competency statements had significant correlations at the .001 level and the other 3 competencies were significant at the .01 level. Shared variance between pre-service and in-service teachers' ratings of the 14 statistically significant competency statements ranged from 9% to 67%.

Insert Table 1 about here

Discussion

The results of this study provide some evidence that the Integrated Model for the Training and Supervision of Teachers facilitates the development of reliable self assessment skills by its process which: (a) emphasizes growth and self-actualization and de-emphasizes punitive evaluation, (b) is based on mutual respect and professionalism, (c) accentuates a positive, supportive, nonthreatening relationship between supervisor and teacher, (d) uses criteria which are clearly formulated, well understood, and describes specific classroom behavior, (e) allows for adequate training of both the supervisor and the teacher, (f) allows for long-term observational periods, and (g) provides a structure which is systematic and feasible.

This research suggests that the assumptions underlying traditional supervisory practices should be examined in an effort to identify and eradicate those behaviors which do not lead to teacher self-assessment and teacher initiated growth. Teachers cannot be expected to develop these skills in an atmosphere of intimidation and threat. These skills are developed, however, when the supervisor and teacher maintain a collegial relationship in which the supervisor is perceived as a facilitator of professional development and a resource for the improvement of teaching skills.

Although the relationship between pre-service self-assessment ratings and supervising teachers' ratings is positive and stable in this study, it is noted that the shared variance ranges from a low of 9% to a high of 67% with the majority of the competencies (64%) clustering at the 19-29% range. Further investigation of other variables not attended to by the IMTS seem warranted in future research. Such variables might include teacher characteristics variables as well as environmental variables.

The development of training models and continuing research in self-assessment skills among teachers, both pre-service and in-service, are areas which teacher education programs should direct attention. Teacher self-assessment has the potential for addressing such vital concerns as the professionalization of teaching, teacher dissatisfaction and teacher drop-outs, enhancing teacher-supervisor relationships and most importantly, improving classroom instruction. It may

well be, as noted by Agostine & Burrett (1978), that "just as students potentially are the best sources of information about their own learning, teachers must become prime sources of evaluation of their own teaching (p.30).

Table 1

Correlation Coefficient for Preservice and Inservice Ratings on the TPAI

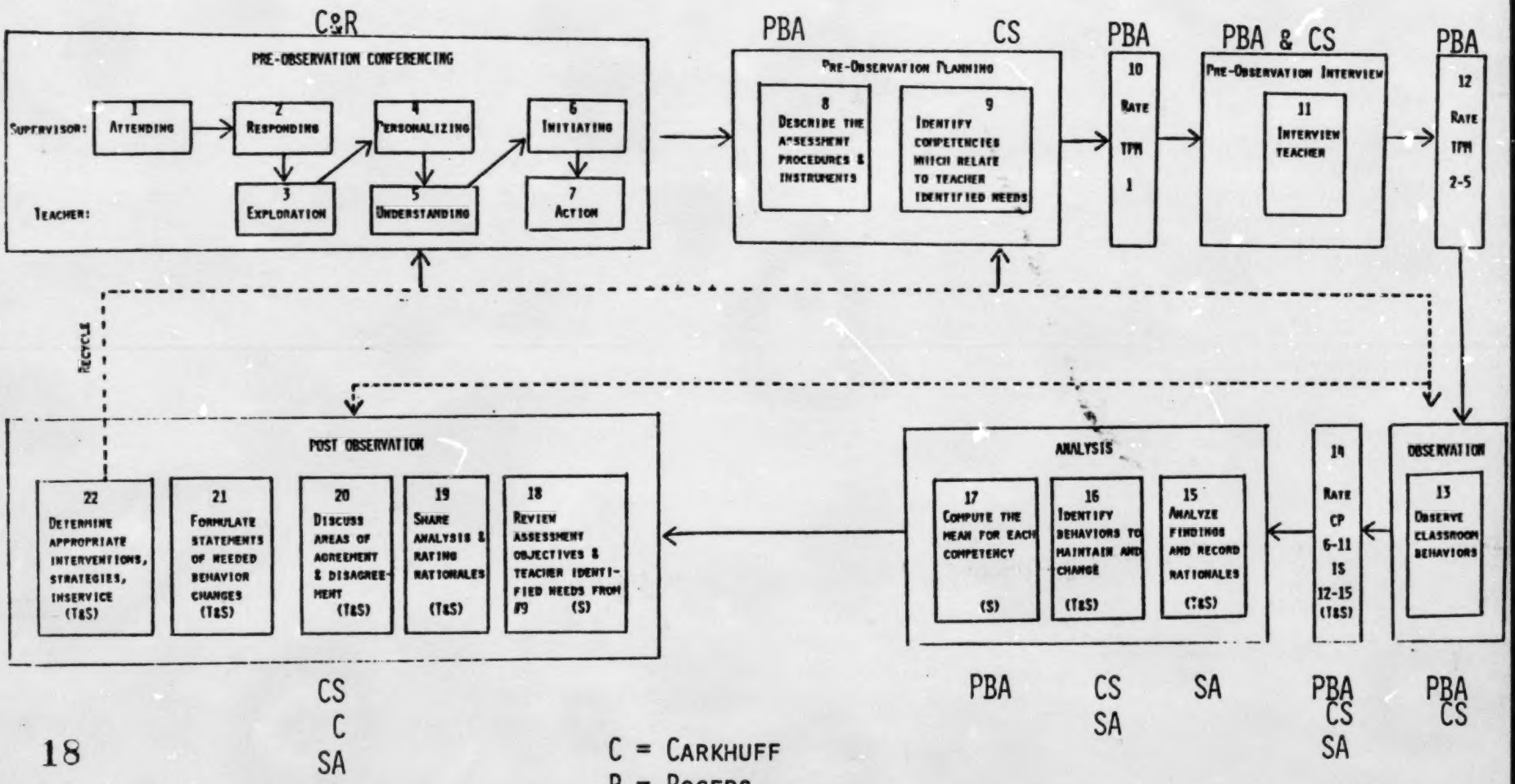
Teaching Competency	r	N
I. Plans instruction to achieve selected objectives.	.47 **	53
II. Organizes instruction to take into account individual differences among learners.	.55 **	46
III. Obtains and uses information about the needs and progress of individual learners.	.44 **	46
IV. Refers learners with special problems to specialists.	.82 **	29
V. Obtains and uses information about the effectiveness of instruction to revise it when necessary.	.51 **	43
VI. Uses instructional techniques, methods, and media related to the objectives.	.46 **	45
VII. Communications with learner.	.31 *	52
VIII. Demonstrates a repertoire of teaching methods.	.31 *	49
IX. Reinforces and encourages learner involvement ininstruction	.52 **	49
X. Demonstrates an understanding of the school subject being taught	.46 **	51
XI. Organizes time space, materials, and equipment for instruction.	.52 **	50
XII. Demonstrates enthusiasm for teaching and learning and the subject being taught.	.53 **	53
XIII. Helps learner develop positive self-concepts.	.33 *	53
XIV. Manages classroom interaction.	.54 **	51

* $p < .01$

** $p < .001$

FIGURE 1

AN INTEGRATED MODEL OF SUPERVISION



C = CARKHUFF
R = ROGERS
CS = CLINICAL SUPERVISION
PBA = PERFORMANCE-BASED ASSESSMENT
SA = SELF ASSESSMENT

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